766 Alignment – John Keenan, Basic Apartment Setup Training

This project seeks to fulfill one aspect of the basic training requirement for Turnover Apartment Painting, a small contracting company with high seasonal employment turnover of mid- to low-skill workers.

Delivery of the training consists of a blended approach, utilizing web-based media for the learning of basic concepts, and one-on-one small group work for fine motor adjustment to technique and job site orientation. A multidimensional approach meets the needs of the mostly 16 to 30 year old audience by addressing both adult learning principles, and the needs of younger individuals who benefit from more structure in their learning journey.

Activity Definitions

**Absorb Activities**

These activities involve passive learning on the part of the learner. Examples of absorb-type activities include lectures or presentations, reading assignments, and field trips (Horton, 2011). The learner only engages with the content through listening or watching.

**Do Activities**

These activities require active participation of the learner (Horton, 2011). Examples of do-type activities include practice activities, and discovery activities. The learner directly engages with the content by practicing an activity or concept, or through self-directed discovery.

**Connect Activities**

Connect activities integrate learning with broader ideas outside the immediate course or module (Horton, 2011). Connect activities provide context and extend learning beyond the immediate task. Examples of connect activities include “ponder” exercises (where learner considers what they learned), research activities, job aides, and original work. In these activities the learner takes information and utilizes it in a larger context.

Horton, W. (2011). E-learning by Design (2nd ed.). Pfeiffer.

Terminal Objective: **New trainees review and verbally state the three key aspects of appropriate pre-setup mindset.**

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| Enabling Objectives | Assessment Idea | Absorb Activity | Do Activity | Connect Activity |
| Given a verbal cue from the trainer, the trainee expresses the direction they will perform tasks when setting up an apartment for paint.  (Remember) | • **Click-in-picture web graphic** of first-person view of apartment wall with directional choice.  • **One question verbal assessment.** On-site, provided by trainer. Trainer utilizes fading of assessment as trainee requires less guidance. | •. Narrated, brief **slideshow** with graphics-on-picture to indicate trainee direction based on dominant hand. | **• Drill and practice activity** conducted at the initialization of every new job site setup. Trainer uses cue to elicit response regarding appropriate direction. | • **Rhetorical Question.** “How does knowing your dominant hand and task direction affect different tasks you will complete?”  • **Mock role-reversal.** Trainee “trains” trainer in appropriate starting and ending point location. *Serves as an assessment tool.* |

Terminal Objective: **New trainees review and verbally state the three key aspects of appropriate pre-setup mindset (continued).**

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| Enabling Objectives | Assessment Idea | Absorb Activity | Do Activity | Connect Activity |
| With limited assistance from the trainer, the trainee can determine logical “starting / ending points” for each task in each room of a 2-bedroom / 2-bathroom apartment.  (Analyze) | • **Mock role-reversal, performance-based.** Trainee “trains” the trainer in an actual apartment. Trainer provides immediate feedback to trainee choices in every room. Trainer reassesses following remedial training if necessary. | •. Narrated, brief **slideshow** of basic concept of “completing the circuit” in a room. Includes animation with birds-eye apartment layout. | **• Drill and practice activity** conducted at the initialization of every new job site setup. On cue, trainee shows trainer where task begins and ends in each room. Trainer fades activity as needed depending on trainee comprehension. *Serves as an assessment tool.* | • **Rhetorical question.** “When you perform your tasks, how will this circuit- based method help you?”  • **Mock role-reversal.** Trainee “trains” trainer in appropriate starting and ending point location. *Serves as an assessment tool.* |
| The trainee explains in basic terms the room-to-room process of completing individual tasks for a 2BR / 2BA apartment.  (Remember) | • **Web-based series of pick-one and T/F questions** about correct / incorrect room-to-room procedure. Trainee repeats until pass.  • **Mock role-reversal (see above).** Trainer provides feedback following completion of entire apartment. Reassesses following remedial training. | •. Narrated, brief **slideshow** with animation of floorplan. Includes animation on birds-eye view of the apartment layout to indicate order in each room and movement between rooms. | **• Drill and practice activity** conducted at the initialization of every new job site setup. Trainer fades activity as needed depending on trainee comprehension. *Serves as an assessment tool.* | • **Rhetorical question.** “When you perform your tasks, how will this circuit- based method help you?”  • **Question Activity.** The trainer will elicit questions regarding what the trainee learned.  • **Mock role-reversal.** Trainee “trains” trainer in appropriate starting and ending point location. *Serves as an assessment tool.* |

Terminal Objective: **Given the trainee has fully assessed the apartment and equipment needs, the trainee will drape and tape the apartment to ensure that all surfaces have adequate protection.**

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| Enabling Objectives | Assessment Idea | Absorb Activity | Do Activity | Connect Activity |
| The trainee recognizes and places the equipment bag in a location that does not impede drop positioning.  (Remember) | • **One question verbal assessment.** On-site, provided by trainer. Trainer utilizes fading of assessment as trainee requires less guidance. | • Web-based, on demand **physical demonstration.** | **• Drill and practice activity** conducted at the initialization of every new job site setup. Trainer fades activity as needed depending on trainee comprehension. *Assessment activity.* | • **Job aide.** Birds-eye apartment map demonstrating appropriate equipment bag location. |
| The trainee tapes all baseboard and baseboard heaters in a 2BD/2BA apartment using proper form learned in demonstrations.  The trainee completes the task in under twenty minutes without missing any base or baseboard heaters.  The trainee tapes the items adequately to prevent paint seepage.  (Apply) | • **Web based. Short series (2-3 Q’s) of pick-one** regarding common cues trainer will use in initial hands on training. Trainee may repeat quiz until they pass.  **• Mock role-reversal (see above).** Trainee “trains” trainer in appropriate form and technique for taping an apartment. *Serves as an assessment tool.*  . | • Web-based, on demand **physical demonstration** paired with animated **slides** to show direction and completion of rooms through use of a birds-eye view of the layout of the apartment.  • Trainee watches live **physical demonstration** of trainer performing task with appropriate form and technique at slow speed. | • **Hands-on** practice activity. The trainee tapes an entire apartment under guidance from trainer. | **• Mock role-reversal.** Trainee “trains” trainer in appropriate form and technique for taping an apartment. *Serves as an assessment tool.* |

Terminal Objective: **Given the trainee has fully assessed the apartment and equipment needs, the trainee will drape and tape the apartment to ensure that all surfaces have adequate protection (continued).**

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| Enabling Objectives | Assessment Idea | Absorb Activity | Do Activity | Connect Activity |
| Given an understanding of ceiling paint needs in a 2BD/2BA apartment, the trainee lays drop cloths in the appropriate locations using proper technique learned in demonstrations.  The trainee will complete the task in under twenty minutes, ensuring that all surfaces requiring coverage receive coverage.  (Apply) | • **Web-based interactive pick-multiple.** Graphic shows overhead of apartment layout, trainee clicks series of target areas where drops should be placed through a series of questions. Feedback provided graphically after each question. Trainee repeats quiz until pass.  **• Mock role-reversal.** Trainee “trains” trainer in appropriate form and technique for taping an apartment. *Serves as an assessment tool.* | • Web-based, on demand **physical demonstration** paired with static graphical **slides** on the apartment birds-eye-view layout to show drop location.  • Trainee watches live **physical demonstration** of trainer performing task with appropriate form and technique at slow speed. | • **Hands-on** practice activity. The trainee drapes the entire apartment for ceiling paint under guidance from the trainer.  • **Hands-on** practice activity. The trainee drapes the entire apartment for *wall painting only* under guidance from the trainer.  • **Web-based interactive pick-multiple.** Graphic shows overhead of apartment layout, trainee clicks series of target areas where drops should be placed through a series of questions. Feedback provided graphically after each question. | • **Job aide.** Birds-eye apartment map demonstrating appropriate drop location.  • **Mock role-reversal.** The trainee “trains” the trainer how to drape the apartment, first for wall paint and then for ceiling paint. *Serves as an assessment tool.*  • **Question Activity.** The trainer will elicit questions regarding what the trainee learned. |